DOCUMENT RESUME

ED 179 608 TM 010 034

TITLE	A Study of the Piggyback Option of the Minnesota State Assessment Program. A Report Prepared for the Minnesota State Assessment Program, Minnesota Department of Education.
INSTITUTION	Minnesota State Dept. of Education, St. Paul. Office of Planning and Evaluation.
PUB DATE	Feb 79
NOTE	62p.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Academic Achievement; Curriculum Development; *Curriculum Evaluation; Data Collection; *Educational Assessment; Educational Improvement; Elementary Secondary Education; Geographic Distribution; *Information Utilization; Mathematics Curriculum; *Program Evaluation; Reading Achievement; School Community Cooperation; School Districts; *State Programs; *State School District Relationship; Test Results
IDENTIFIERS	Minnesota; *Minnesota Educational Assessment Program

ABSTRACT

The Local District Assessment Option (piggyback program) is an integral part of the Minnesota Statewide Educational Assessment Program, which provides the 162 participating local school districts with materials and procedures developed for the statewide program. Materials are available in reading, mathematics, social studies, and science for grades 4, 8, and 11, and in reading literacy for senior high schools. Data collection procedures for the evaluation of the local option program included mail surveys and telephone interviews with personnel in participating and nonparticipating districts. Among the conclusions were that the program: functions well and serves as a model for local district evaluation; disseminates information effectively; involves districts in various geographic areas; has not been explained well in nonparticipating districts; has elicited most interest in reading and mathematics components; will emphasize future development in writing, survival mathematics and basic life skills; has adequate reporting methods; is satisfactory in program intent, procedures, activities, and materials; has major impact on curriculum decision making and changes in staffing, testing, materials and instructional strategies, at the district, building, and classroom levels; and provides a high degree of involvement by community members and educational personnel. (Staff questionnaires are appended). (MH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

MN 002367

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED179608

A STUDY OF THE PIGGYBACK OPTION OF THE MINNESOTA STATE ASSESSMENT PROGRAM

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Ellen A. Sustak

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Report Prepared for the

MINNESOTA STATE ASSESSMENT PROGRAM
MINNESOTA DEPARTMENT OF EDUCATION

IM010 034

Evaluation Unit
Office of Planning and Evaluation
Minnesota Department of Education

February, 1979

TABLE OF CONTENTS

	Page
INTRODUCTION	1
Historical Perspective	1
Program Procedures and Processes	1
Program Participation	2
PURPOSE	4
PROCEDURES	4
Survey of Principals in Non-Piggyback Districts	4
Survey of Involved Personnel in Piggyback Districts	5
Survey of Piggyback Contact Persons	5
Telephone Interviews with Key District Personnel	5
RESULTS: NON-PIGGYBACK DISTRICT PRINCIPAL SURVEY	5
Program Awareness	6
Reasons for Nonparticipation	7
Potential Utility of Current Offerings	8
Potential Utility of Areas Under Development or Consideration	9
Utility of Types of Reporting	10
RESULTS: PIGGYBACK DISTRICT PERSONNEL SURVEY	11
Additional Measurement Needs	11
Usefulness of Program	12
Impact on Decision-Making	13

	Page
RESULTS: PIGGYBACK CONTACT PERSON SURVEY	14
Extent of Involvement	14
Materials, Procedures and Services	15
RESULTS: OPEN-ENDED RESPONSES RELATED TO PIGGYBACK PROGRAM UTILIZATION	16
Representative District Comments	18
New Courses	18
Changes in Staffing	19
Test Development/Use	20
New Materials	21
Changes in Classroom Instruction	22
Other	26
Changes Under Consideration	29
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	30
APPENDIX I - Local Assessment Option; Districts, Years, and Areas of Participation	33
APPENDIX II - Survey Instruments	43

TABLES AND FIGURES

		Page
TABLE 1:	SCHOOL DISTRICT PARTICIPATION IN THE PROGRAM, 1974-79	1
TABLE 2:	PERCENTAGE OF DISTRICTS PARTICIPATING WITHIN SEVEN-COUNTY METRO AREA	2
FIGURE 1:	DISTRICTS PARTICIPATING IN PIGGYBACK OPTION, 1978-79	3
TABLE 3:	SOURCES OF PIGGYBACK PROGRAM AWARENESS FOR NON-PARTICIPATING DISTRICTS	6
TABLE 4:	REASONS DISTRICTS HAVE NOT PARTICIPATED IN THE PIGGY-BACK PROGRAM	7
TABLE 5:	POTENTIAL INTEREST IN CURRENT PIGGYBACK OFFERINGS	8
TABLE 6:	GENERAL AREAS OF POSSIBLE FUTURE INTEREST, NON-PARTICIPATING DISTRICTS	9
TABLE 7:	USEFULNESS OF VARIOUS TYPES OF REPORTING TO NON-PARTICIPATING DISTRICTS	10
TABLE 8:	EXPANDED INSTRUMENTATION RECOMMENDATIONS FOR THE PIGGYBACK PROGRAM	11
TABLE 9:	OPINIONS RELATIVE TO THE USEFULNESS OF THE PIGGYBACK PROGRAM	12
TABLE 10:	OPINIONS OF PIGGYBACK DISTRICTS RELATIVE TO ITS IMPACT ON THE DISTRICT	13
TABLE 11:	NUMBER OF PEOPLE WHO HAVE BEEN INVOLVED IN 53 PIGGY-BACKING DISTRICTS	14
TABLE 12:	DEGREE OF SATISFACTION WITH MATERIALS AND SERVICES	15

INTRODUCTION

Historical Perspective

As an integral part of the Minnesota Statewide Educational Assessment Program, the Local District Assessment Option (Piggyback Program) makes available to local school districts materials and procedures developed for the statewide program. Currently, instruments are available in Reading, Mathematics, Social Studies, and Science for grades 4, 8, and 11, and Reading Literacy for senior high school.

As early as the 1973-74 school year, the second year that a statewide assessment in Minnesota was conducted, Department of Education personnel were working with a local school district to explore this project. In 1974-75 and 1975-76, 12 districts piloted the piggyback concept.

Since those early years, participation by local districts has increased thirteen-fold. Currently, 162 districts are active in the local assessment option. Table 1 below indicates the number and percent of school districts participating in the piggyback option for the school years 1974-79.

TABLE 1
SCHOOL DISTRICT PARTICIPATION IN THE PROGRAM
1974-79

School Year	Number of Districts	Percent of Districts
1974-75	12	3%
1975-76	12	3%
1976-77	62	14%
1977-78	92	21%
1978-79	162	37%

Program Procedures and Processes

As specified in Minnesota law (Chapter 271 of the Omnibus Education Act), local school districts may contract with the Department of Education to conduct testing and evaluations of students. In addition, the Department may collect a reasonable fee, not to exceed the actual cost of services. Currently, it costs about a dollar per student (per subject area) for a district to purchase assessment materials and scoring service from the Department.

Local involvement in the evaluation process is essential to the long-range curricular impact of any assessment results. Participating districts are strongly encouraged to include local staff in the key steps of this involvement cycle:

-Reviewing objectives and instruments.

-Establishing local criteria for performance.

-Analyzing results in terms of local criteria and comparison group performance.

-Summarizing results and making recommendations for improvement.

-Reporting results.

-Identifying and utilizing resources for instructional changes.

The Department holds regional meetings to familiarize local leaders with these processes. Simulation experiences and sample working materials for the local groups are provided at these workshops.

Participating districts receive group performance by item and objective as well as a response pattern analysis on their group for all test and questionnaire items. The performance from the statewide assessment of Minnesota students is included for comparison as well as data from various sizes and types of communities. Comparative national performance on items selected for inclusion from the National Assessment of Educational Progress are also available.

Program Participation

During the five years of the Program's existence a total of 212 school districts contracted with the Department of Education to conduct assessments. Appendix I contains a list of these districts and the years and areas of their participation. In addition, at least 10 districts have used the instruments on their own without a contract. Thus, over half of Minnesota school districts have made use of the instruments in some way. Sixty-two of these 212 have used the instruments in a cooperative project with other school districts through a consortium or their Educational Cooperative Service Unit (ECSU).

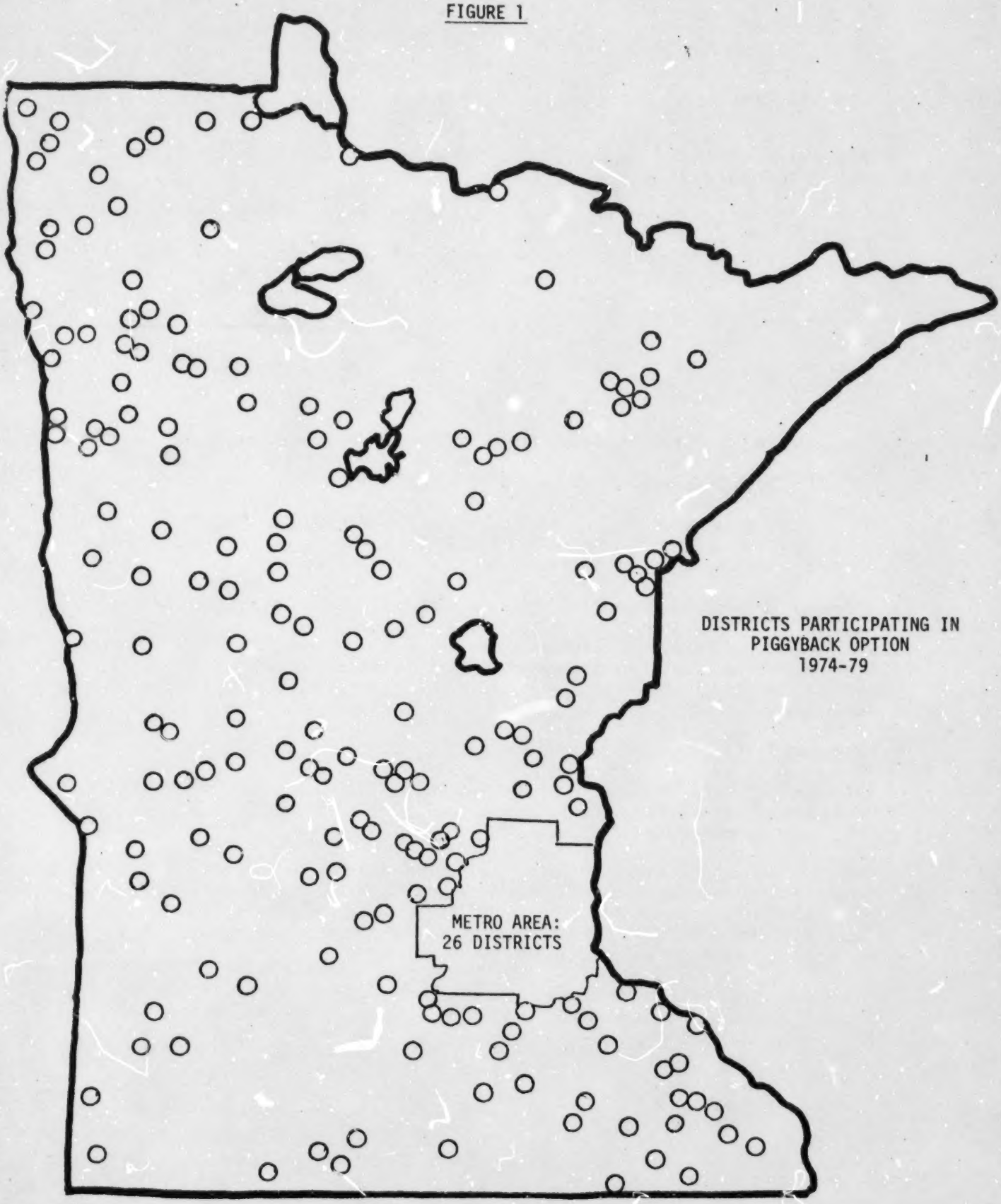
Exactly 26 of the 212 official districts, or about 12%, are from the seven-county metropolitan area. As indicated in Table 2 below, this proportion corresponds nearly exactly with the actual proportion of districts in the seven-county metropolitan area.

TABLE 2
PERCENTAGE OF PARTICIPATING DISTRICTS
WITHIN SEVEN-COUNTY METRO AREA

Number of Districts	Seven-County Metropolitan Districts	
	Number	Percent of Total
School Districts in MN - 436	49	11%
Participating Districts- 212	26	12%

The 186 districts not located in the metropolitan area are widely dispersed across the state as is illustrated in Figure 1 on the next page.

FIGURE 1


DISTRICTS PARTICIPATING IN
PIGGYBACK OPTION
1974-79
METRO AREA:
26 DISTRICTS

PURPOSE

This evaluation of the local assessment option was initiated in the summer of 1978 to answer two general questions:

1. What impact has this Program had on education in Minnesota?
2. What directions should the Program pursue to better serve the needs of local school districts?

PROCEDURES

The following four methods were used to obtain the required data:

1. a mail survey to principals in nonparticipating school districts;
2. a mail survey to involved personnel in piggyback districts;
3. a mail survey of piggyback contact persons; and,
4. a telephone interview with key piggyback district personnel.

The general processes and intents of the four surveys are given below. Specific evaluation questions are presented and addressed in conjunction with appropriate results sections. All survey instruments may be found in Appendix II.

Survey of Principals in Non-Piggyback Districts

The survey of principals in districts not participating in the program was conducted in late August and early September, 1978. At that time 304 districts were nonparticipants.

Two or three people from each nonparticipating district were specifically identified to receive the questionnaire: one elementary principal, one middle or junior high principal (where applicable), and one secondary principal. A total of 652 principals were identified to receive this survey. Prior to mailing, survey forms were coded to facilitate follow-up.

Questions were designed to obtain perceptions and information relevant to program awareness, factors affecting nonparticipation, and general measurement needs in nonparticipating districts.

Survey of Involved Personnel in Piggyback Districts

This survey, conducted in November, 1978, was sent to personnel in districts which had participated at some time during the school years 1974-78. The initial mailing was directed to the local contact person in the district. That person was asked to distribute four survey forms to involved personnel as follows:

-2 to professional staff
-1 to an administrator
-1 to a school board member

Since 20 of the 104 contact persons who would have received these forms were no longer available, a total of 336 survey forms were distributed. When each individual had completed the survey, it was to be sent directly to the Department of Education.

Questions were designed to determine the effectiveness and impact of program processes and products within participating districts.

Survey of Piggyback Contact Persons

At the same time that piggyback contact persons were asked to distribute the survey discussed in the preceding section to involved personnel in their district, they were also asked to complete a brief questionnaire. This form was distributed in November, 1978 to the 84 contact persons who were still employed by participating districts.

Questions were designed to determine the extent of process involvement and the adequacy of materials, procedures, and services within participating districts.

Telephone Interviews with Key District Personnel

Structured telephone interviews were conducted by trained interviewers in January, 1979. Questions were intended to gain specific information concerning the impact of the Piggyback Program upon educational changes within local districts. Interviews were completed with 94 districts through this method. Of that total, 84 were piggyback contact persons and 10 were appropriate administrators or curriculum coordinators.

RESULTS: NON-PIGGYBACK DISTRICT PRINCIPAL SURVEY

The major questions of interest related to non-Piggyback district participation were as follows:

1. To what extent and from what sources were respondents generally aware of the Piggyback Program?

2. Why do some districts choose not to participate?

3. Which current subject offerings, if any, would be of possible future use?

4. Which general measurement areas under consideration would be of possible future interest?

5. What type of reporting would be useful?

Responses were received from 527 of 652 principals surveyed. This 81% response rate is viewed as excellent for surveys of this type. Major findings are presented below.

Program Awareness

Seventy-two percent (381) of the non-Piggyback district principals who responded indicated that they had some familiarity with the Piggyback Program. Table 3 below shows the major sources of awareness for these 381 respondents.

TABLE 3
SOURCES OF PIGGYBACK PROGRAM AWARENESS FOR
NONPARTICIPATING DISTRICTS

Source	Number of Principals	Percent*
Professional Organization	141	37%
Teachers or Administrators in District	66	17%
From a Piggyback District	46	12%
ECSU	122	32%
Department of Education	250	66%
Other	22	6%

*Percentages are based on 381 respondents. Categories are not mutually exclusive.

As can be seen in the table, the State Department of Education (66%) is clearly the major source of awareness regarding the Program. The next major source is professional organizations (37%). Educational Cooperative Service Units (ECSU's) represent the other significant source. Thirty-two percent of respondents mentioned ECSU's in this regard. The distribution of responses indicates that the average principal was made aware of the Program from more than one source. No systematic information for program improvement was obtained from the "Other" category. It is of some interest to note that piggyback districts do not currently represent a major dissemination source. Given limited personnel, it would seem advisable that the Assessment Section might better capitalize upon the knowledge and experience of currently involved districts. The logistics of this involvement deserves some serious consideration.

In order to better understand the relationship between awareness and lack of program participation, the preceding information should be viewed in conjunction with that provided in the following section.

Reasons for Nonparticipation

Table 4 summarizes responses to factors related to nonparticipation.

TABLE 4
REASONS DISTRICTS HAVE NOT PARTICIPATED IN
THE PIGGYBACK PROGRAM

Reason	Number of Principals	Percent*
Lack of Information	268	55%
Cost Prohibitive	126	26%
No Added Testing Needed	131	27%
Negative Feedback from Piggyback Districts	9	2%
Lack of Administrative Support	19	4%
Lack of Board Support	6	1%
Lack of Teacher Support	14	3%
Other	21	4%

*Percentages are based upon 487 principals who responded to this item. Categories are not mutually exclusive.

Lack of information was indicated more than twice as often as any other single reason for lack of participation. When viewed in light of the data presented in the previous section, it is apparent that overall awareness has generally not resulted in specific program information which would lead to systematic decision making regarding program participation. It is suggested, then, that increased Assessment Section emphasis might be placed upon greater dissemination of specific program information to a larger number of districts.

It is encouraging that responses to the categories "Negative Feedback from Piggyback Districts" (2%), "Lack of Administrative Support" (4%), "Lack of Board Support" (1%), and "Lack of Teacher Support" (3%) do not appear to greatly negatively impact upon nonparticipation. The extent to which additional specific information would influence administrative, school board, and teacher support among districts which are not currently participating is not clear. However, since there appears to be no general negative predisposition among these groups, it is possible that additional information could positively impact upon program participation.

Responses to the two categories "Cost Prohibitive" (26%) and "No Added Testing Needed" (27%) should be seriously considered as important concerns among nonparticipating districts. These concerns are reinforced by open-ended comments in the "Other" category. The major general concern expressed in this category was that there exists a potential for too much testing and a related decrease in instructional time. Also mentioned was that current testing programs need to attend to a variety of purposes, including the evaluation of Federal programs. Although the cost of piggyback participation is minimal in terms of services offered, adding this cost to currently limited budgets, with no decrease in current testing, could potentially represent a negative cost/payoff situation within some districts. Taken together, these perceptions seem to indicate that there are logical limits to which the Piggyback Program can expand on a purely voluntary basis.

Potential Utility of Current Offerings

It was of interest to determine which current subject area assessments would have the greatest interest for nonparticipating districts. Table 5 below summarizes responses in this area.

TABLE 5
POTENTIAL INTEREST IN CURRENT PIGGYBACK OFFERINGS

Subject	Number of Principals	Percent*
Reading	372	85%
Science	214	49%
Mathematics	364	83%
Reading Literacy	212	48%
Social Science	236	54%

*Percentages are based upon 440 responding to this item. Categories are not mutually exclusive.

The greatest areas of potential interest among respondents were Reading (85%) and Mathematics (83%). These data could lend some direction in channeling efforts related to increased informational contacts. However, there also appears to be more than marginal interest in Reading Literacy (48%), Science (49%), and Social Studies (54%). Consequently, it is viewed that there is a generally high degree of potential utility in current offerings for nonparticipating districts.

Potential Utility of Areas Under Development or Consideration

In order to provide feedback related to future developmental activities of the Assessment Section, nonparticipating districts were asked to indicate which areas, other than those given above, might be of future interest. These data are given in Table 6 below.

TABLE 6
GENERAL AREAS OF POSSIBLE FUTURE INTEREST
NONPARTICIPATING DISTRICTS

Area	Number of Principals	Percent*
Citizenship	188	44%
Survival Mathematics	293	69%
Basic Life Skills	278	65%
School Climate	138	32%
Writing	244	57%
Humanities (Music, Art, and Literature)	89	21%
Other	9	2%

*Percentages are based upon 427 responses. Categories are not mutually exclusive.

As can be seen in the table, the major areas of future interest are Survival Mathematics (69%) and Basic Life Skills (65%). Survival Mathematics was defined to include "mathematics skills needed for everyday adult life." Basic Life Skills were described to include "personal finance, health maintenance and career development." It is interesting that each of these highest rated areas is applied and related to everyday living. The compatibility and relative magnitudes of these responses strongly suggest perceived measurement needs in these or a combined applied, basic area.

In other areas a decline in interest is shown to the extent that they vary from being basic and applied. The third highest area of interest was in Writing (57%), followed by Citizenship (44%). School Climate, which was defined as "affective measures", and Humanities, defined as "Music, Art, and Literature", were indicated in only 32% and 21% of responses, respectively.

Utility of Types of Reporting

The data presented in Table 7 below were collected in order to ascertain the kinds of reporting from a testing program which would be most useful to the population surveyed.

TABLE 7
USEFULNESS OF VARIOUS TYPES OF REPORTING
TO NONPARTICIPATING DISTRICTS

Data Types	Number Respond-ing	USEFULNESS			
		Very Useful	Somewhat Useful	Not Useful	Don't Know
Student Group Data Compared With:					
National sample	463	28%	53%	15%	4%
Minnesota sample	477	69%	27%	3%	1%
Sample from other similar sized district	469	67%	24%	7%	2%
Individual Student Data Compared With:					
National norm	455	26%	50%	18%	6%
Minnesota norm	466	55%	36%	6%	3%
Mastery level	456	56%	33%	4%	7%

One general observation from these data is that there is less overall interest in national than Minnesota comparisons whether the data are reported for individual or for groups. Although the discrepancies for reporting preferences are small between some categories, the following priority rating seems to emerge from the data:

1. Student group data compared with a Minnesota sample.
2. Student group data compared with a sample of other similar sized districts within Minnesota.
3. Individual student data compared with a Minnesota norm.
4. Individual student data compared with a mastery level.
5. Student group data compared with a national sample.
6. Individual student data compared with a national norm.

It is especially encouraging to note that the two highest categories represent the current major emphases of Piggyback Program reporting. Individual and mastery level comparisons are also available in Reading Literacy. A greater degree of interest is indicated relative to individual results in all areas. The Program also currently offers group national and Central U.S. comparisons on approximately 25% of Assessment items. The data indicate no need for major revision in reporting of national results at this time.

Consequently, it appears that the perceived reporting priorities are very compatible with current program activities and that no major changes would be required in order to accommodate the reporting requirements of nonparticipating districts.

RESULTS: PIGGYBACK DISTRICT PERSONNEL SURVEY

The major questions addressed in the survey were as follows:

1. What measurement needs exist beyond the present scope of the Program?
2. How useful has the Program been to local districts?
3. What has been the Program's impact on decision making within districts?

Questionnaires were returned from 76% of the districts surveyed. This rate of return is considered to be very good for survey research of this type.

Additional Measurement Needs

Respondents were asked to identify three areas they would recommend for immediate expansion of the Piggyback Program. Almost three-quarters of those responding identified Writing as an area of need as shown in Table 8 below.

TABLE 8
EXPANDED INSTRUMENTATION RECOMMENDATIONS FOR
THE PIGGYBACK PROGRAM

Subject Area	Number	Percent*
Music	23	13%
Writing	129	74%
Art	21	12%
Basic Life Skills	96	55%
Literature	33	19%
Survival Math	85	49%
Physical Education	26	15%
Computer Literacy	15	9%
Other Areas	15	9%

*Categories are not mutually exclusive. Percentages are based on 174 responses.

Approximately half of those surveyed indicated interest in Basic Life Skills (55%) or Survival Mathematics (49%). Mentioned less often were Literature (19%), Physical Education (15%), Music (13%), and Art (12%).

Interest, it appears, continues to be highest in the core curriculum and in ways to measure survival or basic personal skills. While less interest is indicated in the humanities and physical education, a sizable minority expressed needs in those areas. Even an area with as few as 12% indicating interest should not be over looked since respondents were limited to naming three areas of greatest interest.

Since the responses to this question were given by districts already involved in the Program, an expression of interest here indicates a strong possibility of future participation if these areas are available. This assertion seems justified because districts involved for one year tend to continue involvement and expand to other areas which become available.

Overall, there appears to be great consistency between participating and non-participating districts concerning future program expansion. It appears that the major thrust for program expansion should remain in basic and application for living areas.

Usefulness of Program

One portion of the questionnaire contained seven positive statements regarding the usefulness of the piggyback process: respondents were asked to indicate the extent of their agreement on a five-point Likert-type scale. Table 9 below summarizes these responses.

TABLE 9
OPINIONS RELATIVE TO THE USEFULNESS OF THE PIGGYBACK OPTION

	Number Responding	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
The basic idea of the "piggyback" option is sound.	203	40%	51%	8%	1%	0%
The process of committee involvement was a valuable educational experience.	196	27%	48%	20%	4%	1%
The scope and nature of reporting meets the needs of local district personnel.	199	11%	55%	25%	7%	2%
The piggyback project was worth the finances allocated to it.	199	25%	50%	19%	5%	1%
The project was worth the staff time and effort put into it.	200	25%	55%	14%	5%	1%
Continued staff time and effort into this project would be worthwhile.	202	19%	59%	16%	5%	1%
The "piggyback" option would be worthwhile to extend to other districts.	200	28%	49%	21%	2%	0%

As can be seen in the table, 91% of the respondents indicated that they strongly agreed or agreed with the notion that the basic idea of the Program is sound.

In the area of district time spent on the project, 75% agreed or strongly agreed that committee involvement was a valuable educational experience. Eighty percent agreed or strongly agreed that the project was worth the staff time put into it and 78% agreed or strongly agreed that continued staff time put into the project would be worthwhile.

In the area of finances, 75% agreed or strongly agreed that the project was worth the finances allocated to it. A total of 77% agreed or strongly agreed that the Program would be worthwhile to extend to other districts.

The lowest combined percentage (66%) in the "Agree" and "Strongly Agree" categories was related to how well reporting met the needs of local district personnel. Although these results are viewed as positive, some consideration might be given to this area.

Overall, it is impressive to note that the combined percentages in the categories "Disagree" and "Strongly Disagree" is never more than 10%. The fact that some respondents were undecided would seem to indicate that perhaps they were not totally aware of finances allocated or were not themselves involved in committee work. Since the survey was distributed to a wide array of personnel within each district, this conclusion seems most likely.

Consequently, it appears that personnel in piggyback districts have an overwhelmingly positive opinion of the usefulness of the program in their district and the advisability of extending the program to other districts.

Impact on Decision-Making

A portion of the survey instrument contained four statements relative to the impact of the Piggyback Program on local decision-making. Respondents indicated the extent of their agreement on a five-point Likert scale. Results from this portion are summarized in Table 10 below.

TABLE 10
OPINIONS OF PIGGYBACK DISTRICTS RELATIVE TO ITS IMPACT ON THE DISTRICT

STATEMENTS	Number Responding	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
The project should have (or has had) a positive impact on decision-making related to curriculum planning at the district level.	199	26%	47%	21%	5%	1%
The project should have (or has had) a positive impact on decision-making related to curriculum planning at the building level.	201	20%	52%	20%	7%	1%
The information provided will allow teachers a better frame of reference for improving learning in the classroom.	201	13%	66%	14%	7%	0%
The project has improved upon information previously available for systematic decision-making within the district.	197	16%	55%	24%	5%	0%

The combined percentages in the "Agree" and "Strongly Agree" categories range from 71% to 79%, with the highest of these percentages indicating impact at the classroom level. Again, the combined percentages for "Disagree" and "Strongly Disagree" do not exceed 10% for any impact statement.

Consequently, these data strongly suggest that the Piggyback Program has had a major impact on educational decision-making among participating districts at the district, building, and classroom levels.

RESULTS: PIGGYBACK CONTACT PERSON SURVEY

The main questions addressed by this survey were as follows:

1. To what extent are personnel in the schools involved in the project?

2. How are the piggyback materials, procedures, and services working?

Of the 84 forms distributed, 53, or 66%, were completed. This response rate is viewed as acceptable.

Extent of Involvement

Information gathered from Piggyback Program contact people indicated that 71% of the districts responding established local criteria to evaluate student performance. This high percentage is an indication that the philosophy of the Program - that staff involvement is necessary as a vehicle for curriculum evaluation - is, in fact, being translated into practice at the local level.

As an additional indicator of the scope of involvement in the Program, contact persons were asked how many people in various categories were active in their local programs. These numbers are shown in Table 11.

TABLE 11
NUMBER OF PEOPLE WHO HAVE BEEN INVOLVED
IN 53 PIGGYBACKING DISTRICTS

Involved Persons	Number
Professional Staff	1,290
School Board	168
Community	229

The responses indicate that an average of 24 staff members have been involved in the 53 districts which responded. In addition, it is possible to document that there has been considerable school board and community involvement at the local level.

Therefore, it would appear, based upon this subsample, that processes for involvement have been effective.

Materials, Procedures and Services

The local contact persons were asked to indicate how the program is working from their point of view. They were given seven categories of materials and services and asked to rate each on a scale ranging from excellent to poor. Responses are categorized in Table 12 below.

TABLE 12
DEGREE OF SATISFACTION WITH MATERIALS AND SERVICES

Categories	Number Responding	OPINION				
		Excellent	Good	Undecided	Adequate	Poor
The instruments themselves: objectives, items, booklets.	53	42%	45%	7%	4%	2%
The paced-tape recordings.	52	35%	42%	9%	6%	8%
The regional workshops.	48	31%	48%	17%	4%	0%
The materials to explain the standards setting process.	53	22%	55%	17%	6%	0%
The reporting of results.	48	33%	40%	15%	8%	4%
The availability of assistance when needed.	53	49%	38%	2%	9%	2%
The cost of the program.	52	25%	52%	13%	8%	2%

Each of the seven aspects was rated excellent or good by over 70% of the respondents. Rated highest were the instruments themselves and the availability of assistance (87%). Next, regional workshops were rated good or excellent by 79% and recordings, materials for local workshops and cost were rated good or excellent by 77%.

The lowest positive rating, 73%, was in the category of reporting, which coincides with the positive, but less substantial, rating this category was given by personnel involved in participating districts. Overall, the combined percentages in the "Adequate" and "Poor" categories did not exceed 15% for any statement.

In conclusion, it appears that there is a high degree of satisfaction with the materials, procedures, and services currently offered by the Piggyback Program.

RESULTS: OPEN-ENDED RESPONSES RELATED TO PIGGYBACK PROGRAM UTILIZATION

Results for this portion of the report are based upon the classification of open-ended responses from the 94 districts for which complete data were available. One set of responses was obtained from the following question from the "Survey of Piggyback Districts" form.

> Describe the impact of the piggyback project on your school district. (What use has been made of the results? How were the results reported and to whom? Have there been curricular changes in your district based on assessment data?)

Responses to this question were categorized into two general areas: 1) awareness, process involvement and reporting; and, 2) documented changes in instruction and/or curriculum. Subcategories developed within each of these major categories allowed for the following response classification system:

I. Awareness, Process Involvement and Reporting

- A. Community interaction and involvement
- B. School board interaction and involvement
- C. Administrative involvement
- D. Teaching staff involvement

II. Documented Changes in Instruction and/or Curriculum

- A. New courses introduced
- B. Changes in staffing
- C. Test development or increased use of testing
- D. Use of new materials
- E. Changes in classroom instruction
- F. Other uses
- G. Changes currently under consideration

The second source of responses for classification was a telephone interview conducted by three trained interviewers from Augsburg College. Interviews were structured and based upon the subcategories described above under "Documented Changes in Instruction and/or Curriculum." Interviews were conducted between January 8 and January 26, 1979.

Responses from both the open-ended written question and the structured interview were merged by district and applied against the response classification system. This process allowed for a relatively comprehensive view of Piggyback Program utilization within each district. Any documented use within a district was only categorized once for reporting purposes. The high degree of agreement among the various respondents within a given district adds considerable credibility to the validity of responses. In all cases, only those involvements and changes which could be directly attributable to the Piggyback Program were classified.

The Piggyback Program method and results were put to some identified use in 90 districts (96%) of the 94 surveyed. Among the four districts that did not identify a use, three are continuing to gather data through the piggyback option. In seven districts, a review of results indicated that student performance was strong and no curricular changes were deemed necessary. Based upon response classification, the following major observations emerge relative to Piggyback Program implementation.*

1. Community Interaction and Involvement - Fifty-four districts (57%) identified interaction with the local community as a part of the piggyback process. In some cases, this interaction was informational and basically through newspaper reportage. In 21 districts, members of the community met with school personnel to set local criteria or to review pupil performance data.

2. School Board Interaction and Involvement - Sixty-four districts (68%) identified that a report on the local assessment results has been made to the local school board. In addition, it was possible to identify that eight districts had one or more school board members involved in the criteria setting process.

3. Administrative Involvement - Sixty-nine districts (73%) identified involvement by school administrators in the project. Counselors and curriculum coordinators are included in this total. Across the participating districts, school administrators were involved in all aspects of the Piggyback Program.

4. Teaching Staff Involvement - Eighty districts (85%) involved their teaching staffs in the project. Teachers were most often involved in establishing local criteria for performance, reviewing results, and assisting in report writing.

5. Initiation of New Courses - Fourteen districts (15%) reported that new courses had been added to the curriculum, based upon the availability of assessment data. These changes included those courses which were additional/optional and required.

*It should be noted that the percentages given are conservative in that they are based upon the total N of 94.

6. Changes in Staffing - Eleven districts (12%) reported changes in staffing. Districts indicating related hiring of additional personnel (including teachers and teacher aides) or reassignment of present staff to need areas were included in this category.

7. Test Development or Increased Use of Testing - Fourteen districts (15%) reported additional test development or increased use of testing related to curriculum decision-making and the measurement of student mastery.

8. Use of New Materials - Sixteen districts (17%) reported related changes in textbooks, purchase of supplemental units or local development of instructional aids.

9. Changes in Classroom Instruction - Forty-one districts (44%) reported changes in instruction at the classroom level. Included here were documented changes in emphasis or presentation of classroom materials as well as resequencing of lessons.

10. Other Reported Uses - Twenty-seven districts (29%) indicated positive uses of the Piggyback Program which did not fall within established categories. The reader is referred to the following section for a representative summary of these uses.

11. Changes Currently Under Consideration - Twenty-three districts (24%) reported that committees are currently working to rewrite curriculum or make recommendations related to subsequent changes.

In addition to responses categorized within the established framework, thirty-nine districts (41%) indicated that they were using the piggyback assessment procedures either in conjunction with the P.E.R. (Planning, Evaluation and Reporting) legislation or E.P.T.F. (Educational Planning Task Forces). Since this information was not specifically requested from districts, it is likely that utilization for these purposes will be even greater than the 41% figure indicates.

Representative District Comments

Included in this section are selected comments made by local district personnel which related to the categories and major points presented above. Only those related, representative comments relevent to local district change are included. All open-ended comments are available upon request from the Assessment Section.

New Courses

--We have changed areas of the curriculum in math where the results were below state norms. We are planning an extra math required course in 10-12 grades because of this and Task Force recommendations.

--We now have a 3-track system for elementary math. Students are separated according to students' levels, but are kept heterogeneous.

Established reading lab in junior high.

--A 7th-8th grade developmental reading program for those two and three grade levels behind. (Indirect result of piggyback)

--We have also added an upper division math class called "Consumer Math" because we felt we were weak in percents, etc.

--The 11th and 12th grade previously had total freedom in course selection. As a result of tests, we have set up three blocks:

-Reading
-Writing
-Miscellaneous (acting, debate, etc.)

Now they are required to take two from each block.

--We now are spending more time with vocabulary. We've instituted courses at the junior and senior high levels. Piggyback was a factor in this move.

--We're going to extend our reading program next year into the senior high. Now we only go until 9th grade. Teacher reassignments, retraining, and new materials will be necessary.

--We have added a new reading class for 8th graders based on comprehension skills.

--We are planning to add a sociology course next year and instead of having one full year of economics we will only have one semester. These changes are all as a result of piggyback data.

--The formal reading program had previously ended at the 7th grade, but because of the piggyback assessment data, we have extended it through the 8th grade.

Changes in Staffing

--The piggyback results showed us that we needed a reading resource person to help the children on a one-to-one basis, especially in the area of comprehension. We have hired a few more reading aides for this.

--We have hired a new teacher for the new reading class added which will deal with improving comprehension and grammar skills.

--We lowered the class ratio (in reading) to no more than 25 students per class. We reassigned and also plan to hire some personnel.

--(8th grade) Had a person who came in to work with reading one hour a day and we have her two hours a day now because we saw the need from the data. Next year this will be doubled - 4 hours/day.

--We had an SLBP teacher who had been working part-time, but we saw the need from the data to put him on full-time.

--Tutor has been added for reading and mathematics. Also, two aides (Title I money) for junior high school and elementary.

--Added SLD teacher - partially as a result of the piggyback program.

--We put our strongest math teachers in junior high - where they are needed. We also did some "reading reshuffling" (instructors). We met and talked about our commitments.

--We have added a special reading teacher for the 11th grade who implements our new program. The program didn't just result from the piggyback assessments. We needed more help in grammar and comprehension and the piggyback program helped us to pinpoint this down.

--We have developed a new math lab for the 6th-8th graders to strengthen weak skills the students have and have hired new instructional aides for this. Also, we have hired a language arts instructional aide to help the students.

Test Development/Use

--The piggyback project was used in conjunction with the study and rewriting of K-12 math curriculum. The curriculum committee used the test to help develop and test objectives for the curriculum. The new curriculum is being pilot tested this year.

--Results (literacy) are used to place students in language arts classes in the senior high.

--We have developed competency tests in math and language arts, given in grade nine, for diagnostic purposes.

--We have now adopted the literacy test as our standardized test because we felt it was beneficial and the results were accurate.

--We had set up objectives and as a result of the testing we have made up mastery tests and a math student card for each child. We found our weaknesses were much as we had expected. With our mastery tests, we should improve in these areas, as a child will not progress to another area until mastery in each one.

--Comparisons to state averages as well as to school size made it possible to systematically assess the 20 specific areas for strengths and weaknesses.

--The program opened the eyes of the administrative staff as to areas that should be evaluated or studied. It also evaluated sub areas in subject matter areas that were not looked on as a sub area that should have been looked at before.

--We have also adapted a district assessment plan that will use the piggyback process wherever possible.

--The pretests (reading) for students going into 7th grade and going into 8th grade have had a few questions modified because of what was learned from the assessments.

--We have altered the use of standardized tests a bit to test in more areas of concern such as reading comprehension.

--Gave the American Guidance Services test last year to measure vocabulary and spelling. This test reinforced some intuitions gathered from the piggybacking.

--The tests from piggyback allowed us to identify need areas in mathematics. Based on the findings, we adopted "Project Smart" from Florida. Our scores have risen as a result.

--Requirement of reading in junior high school for attainment of a 6th grade level, based upon Reading Literacy Index. All students must demonstrate a 6th grade reading level. They continue to take reading until they do.

--We developed math numeracy test using assessment procedures for grade nine. We would like to see more local schools get teams to develop written statements about their weaknesses and strengths in the areas of reading, math, and social studies, based on the results of the Piggyback Program data so that we can share data.

--Teachers devised a competency test using assessment procedures to give 11th grade, and if they scored low they would be required to take the course "Language Structure III."

New Materials

--The reading assessment (1976-77) resulted in an adoption of a new basal reading program.

--We have changed to a textbook that has more reading comprehension because they appeared to score lower in this area.

--We have purchased different math textbooks to help strengthen problem areas they found from the results.

--After the assessment results showed students were low in comprehension, a new basal reading series, grades 1-6, was adopted. Ginn, the series selected, emphasized comprehension.

--No change in textbooks. Brought in some supplemental materials patterned after those used in Houston, Minnesota.

--Our basal program is being changed but to what we don't know yet. (We needed a change anyway, but the assessments helped speed it up.)

--We have purchased new books (reading), dealing with more areas of how to follow directions.

--A new text was brought in for 10th grade math.

Teachers brought in supplemental material (11th-12th grade).

--Changed to a series (math) where there is more drill and basics.

Made some additional reading units to supplement old texts.

--There wasn't a heavy emphasis in our texts (math) in the areas where they were low, so we brought in new texts. Also used locally developed materials.

New texts (reading) and wrote our own materials (had a team of six and one expert to do this).

--We are in the process of choosing new material to strengthen our phonics and comprehension. The Piggyback Program helped us to detect our weaknesses in this area.

--Created our own materials for some of the areas, otherwise felt text was adequate.

--Curriculum materials were reviewed and selected to strengthen our weaknesses. Results were reported to staff, board, and media.

--We are in the process of changing our social studies book. Seventh and 8th grade math books have been changed. Our math program is going back to the basics of using and learning similar terminology - for example, the greater and less than terms.

Changes in Classroom Instruction

--Results reported to each principal involved and Right-to-Read director. We have added time to reading and math instructional periods.

--Teachers evaluated results. Results used in classroom planning.

--The results of the project have been the subject of much good department discussion on curriculum and has caused some rethinking in terms of what we do when.

--Some changes have taken place in areas of weakness in social studies and citizenship - more will be made as time allows.

--Having individual literacy results helps individual teachers in the classroom.

--It helped us to develop goals and objectives for each of the central areas assessed. Teachers involved in the setting of standards benefited greatly in their instructional program.

We did evaluate the curriculum in each content area and developed instructional improvement for those objectives (skills) for which we had weaknesses. Results were reported to the Board of Education, administrators, faculty-at-large, and community. Curriculum changes did occur.

--In our math department, we have been able to find the student's weaknesses and implement some changes in our instruction to modify each deficiency.

--The results were used when the mathematics curriculum was revised the following year. Results were reported to the teachers and the community very widely.

--Results shown by testing results have enabled teachers to alter emphasis on certain areas and to expand their curriculum offerings.

--An area identified as a <u>need</u> (mathematics) was "problem solving." These results were presented to the staff, board, and community. Staff made recommendations for improvements in this area.

Results:

1. Purchase of DMP materials for K-2 in the area of problem solving because they want to start the younger children out on the right track with problem solving.

2. Problem solving workshop.

3. Integration of problem solving activities at three or more grade levels.

--It has made [ ] Public Schools more aware of its curriculum weaknesses. The school board and faculty are analyzing the curriculum and where the emphasis is being placed in each subject area. It has resulted in a revision of our content at each grade level.

We feel this has been most beneficial to our teaching staff as it clearly shows the areas that we have fallen down in. Now it is a matter of our teachers changing their methods and theories.

--The results were reported back to the staff with specific recommendations of ways to strengthen these weak areas. We have been following through this year on these recommendations.

--The teacher of the given grade knew the weakness after the tests. The results were given to the principal, superintendent, public, and board. The teachers are spending more time on the weakness and less time on the strengths.

--After close examination of the results, we saw the need to improve in the area of comprehension. The English teachers were especially encouraged to work in this area.

--The Piggyback Program gives teachers within a grade more knowledge of areas they need to cover and topics they all need to stress. The test showed where we lack in teaching skill areas and at the same time, in realizing this, gave an open avenue to discuss this amongst our grade. It gives our teachers a good idea (of what we feel is important) of what areas we must hit during the year, yet doesn't dictate the way its taught. I think by having the test, as teachers, showed the parts that we neglect in teaching (individually) and our strong points (hopefully, we'll know what to stress from this).

--Since the math and social studies tests were given in 4th grade, we evaluated and reported on the tests and results. We have used portions of the tests to improve our present curriculums in math and social studies. A special curriculum writing committee used our reporting to update some areas of our math.

--From the results, we have pinpointed areas that are apparently weak in our curriculum (a consistent weakness was indicated at 4th, 8th, and 11th). Curriculum changes are being made to reinforce learning in these areas.

--Based on the reading assessment results, our district has pushed very hard to provide help to students in areas identified as needs. These changes have resulted in curriculum changes and alternatives.

--The very definite type of information on specific, isolated items was good. Instead of a general statement that students had difficulty with comprehension, a breakdown of skills involved made it possible to suggest remediation.

--Small, but important, changes in emphasis in both math and reading were made, based on assessment data.

--When we got the results back from the math assessment, we teachers went through our books and marked which sections and skills to stress the next year, etc.

We also found out that we needed to stress map study skills in the social studies area and have so that that area will be improved. We took the report into consideration in choosing our new social studies book.

--Kept same curriculum (math), but put more emphasis on word problems, metric system, time, sequencing, and application. Built into our vocabulary the vocabularies used in other math programs.

Increased attention in reading instruction (how to read). Doubled the time previously spent, so that now 1/3 of class time is in reading instruction.

--New emphasis (math) - subtraction and the basic knowledge of facts.

Strengthened areas (reading): vowel sounds.

--Instead of one hour of English, we now have two hours of reading and communication. Came about indirectly because of piggyback.

--A recommendation was to focus low ability kids in the classroom and not to leave them behind.

More emphasis on reading, less on grammar and mechanics. Less stress on word attack, more on comprehension. Each student has 15-30 minutes free reading time in the classroom per day.

--Suggestions for more emphasis on certain skills were made with a sharing of techniques employed in the positive areas was recommended.

--Senior high emphasis on basic mathematics as a result of weakness identified by tests.

--More emphasis has been placed on vocabulary in all classes, not just reading classes.

More emphasis has been placed on beginning algebraic concepts in 9th grade. The test showed that this was a weakness.

--We have revised our elementary reading program to more of an "individualized" program. The test results showed us the students need to have an "individualized" reading atmosphere, rather than a total group atmosphere.

We had a meeting last night and from the test results of the Piggyback Program, we decided that the reading aspect is just as important for the senior high students. We are going to inform the senior high teachers to emphasize good reading skills, especially in the area of comprehension.

--We felt the curriculum material was adequate, but that more instructional time was needed. So we have expanded the time in instruction. From the test we found a weakness in prefixes and suffixes at all three levels so are emphasizing this more.

--We have changed our reading program completely, due to the piggyback assessment results. We have changed the reading program (K-8) in scope and sequence and in the areas of comprehension and grammar.

--The piggyback data results helped our program to move ahead in changing our reading in the 7th and 8th grade classes. The piggyback results showed that our students were weak in the following areas: meaning or content; persuasive language; point of view; guide words; and, different uses of vocabulary. We have changed our classes to strengthen these areas of weaknesses.

--Instructional time (reading) increased from 400 minutes to 425 minutes per day (grades 1-3) and from 300-325 (grades 4-6). Made teachers aware of low areas that needed more emphasis. One of the areas was word identification.

Instructional time (math) was increased from 200 minutes to 250 (grades 1-3) and from 250-325 (grades 4-6).

--The piggyback data helped us to discover our students had problems in decimal fractions and word problems. Math teachers are now helping students to strengthen these areas.

--After first assessment we were concerned with our English department, especially with the student's ability to read maps, graphs, etc. Now we do more in class with instructional material (our students looked pretty good). One problem we noticed was with "suffixes." Here, too, we are giving more attention.

--The Piggyback Program helped us to decide to change our social studies instruction in emphasizing "Geography and An[illegible]opology" skills.

--Junior high math teachers placed more emphasis on fractions.

--Emphasis on phonics (reading).

Less geography, more political and social science (social studies).

--Emphasis on decimals, fractions, metric system (math).

--No additional classes, but our 4th grade reading has been changed more in the area of comprehension because the Piggyback Program showed that area needed more attention.

Other

--Grades 7-12 (reading) teachers were hired for two weeks during the summer to formalize (write down) their curriculum.

--Providing in-service to teachers - helping them to use materials more effectively.

--The social studies test was the first real encounter with the affective domain. At first, the reaction was negative, but it seems to have turned round. Now they are having in-services by George Farrah at St. Cloud State on the "American way of life" almost totally affective. Want to cross-reference piggyback social studies with MECC computer questions.

--The piggyback assessment is our main evaluation. We are trying to find materials with the same emphasis as the tests.

--I think this was partly responsible for a look at passing students from grade to grade on the lower elementary level, without attention to mastery of skills.

--The use of the piggyback test has developed more awareness of objectives and has proven helpful in determining areas' strengths and weaknesses. The goal setting exercise was helpful in that staff members began to look realistically at what is to be expected at a given grade level.

--The results were explained to the public showing and emphasizing the strengths of our program and then explaining things we were going to do to strengthen our areas of concern.

--Our school basically used the project for curriculum improvement, although we are likewise using the results for our North Central self-evaluation study.

--Secondary - changes were made in format. In-service was established for teaching reading in the content area.

--Teachers worked during summer on scope and sequence. Setting standards, recognized weak areas, informed teachers and formulated objectives.

--No new courses but we have now incorporated more strong counseling to help the high school students to choose classes in reading in which they are weak in. For example, the Piggyback Program results showed they were weaker in areas of comprehension so they have advised their students to take classes to help them to become stronger in this area.

--This program had a positive impact. The involvement of local citizens created interest and provided input to our staff.

--Results of this test will be shown to school board members who have a negative view of the success we have experienced in reading. They (the board) do not feel we are doing our job in reading. The scores prove otherwise.

--The piggyback participation provided a way of objective-referenced testing of curriculum areas and gave experience in procedures of standard setting that have been used continuously since the piggyback experience.

The piggyback option provides tests with unique contributions to objective-referenced testing that then can be used immediately in directing program improvement. The strategies of the piggyback option are ones which involve staff and parents in both standard setting and report writing.

You have a usable product and process!

--Teachers were encouraged to report to students.

--By setting standards, our teachers became involved in the project and curriculum material has been changed to account for areas of weaknesses show to us by the piggyback test results. The results were also reported to the total district staff, to the school board, to parent councils in some buildings, and in the local newspaper.

--We are in the process of writing curriculum for grades 9-12. The testing will be of help to us in planning objectives, etc. . .

--Setting local criteria has brought together staff who may have been divided in their curriculum thrust, more together in common planning.

The data also has provided one base for needs assessment.

It also has reinforced some of our programs which gives credence to continuing the program.

--One of the best results of the project was getting elementary and secondary math teachers together to find out just what is being taught and when. In short, we finally got an overview of the whole thing. We were put in a position to evaluate what we're teaching and think about possible changes because of demonstrated weaknesses.

Results were compiled, written up, distributed to all those involved, and an abbreviated version was published in the local paper.

--The greatest impact has been the renewed awareness by the professional staff of the need for testing to determine teaching effectiveness.

--Some areas of weakness have been specified for improvement and included on list for criteria in selecting new texts and programs.

--The project has given us some concrete data in the area of reading as opposed to gut level feelings about how we are doing in reading. It has been something we can sink our teeth into.

--It requires us to really examine what it is we hope students will learn and to consider how well they do that (standards). It's an excellent measure of program evaluation and means of improvement.

--Results prompted more departmental meetings than were held in the past.

--This has resulted in more planning and more direction within individual departments. One result of statewide assessment has been the discovered ability to see programs on a K-12 student outcome basis rather than on a building or grade level basis.

Our staff is especially enthusiastic about the Piggyback Program. They see it as being very worthwhile.

--One meeting was held 7-12 to try to promote communication with total secondary departments, thus promoting curriculum coordination and improvement.

--Good tool to assist in selling our program to the public.

Allowed us to formally assign certain skills to levels - lower elementary, upper elementary, junior high.

--My opinion as a board member, at this point, is that it gives school personnel encouragement in what they are teaching is preparing students or they are doing a good job in what they cover.

--Has resulted in giving teachers a new perspective on achievement by students - we learned that teacher expectations are very critical to achievement by student and success by teacher in classroom.

--Better dialogue and awareness of the actual classroom climate was achieved between staff members from different school districts.

--Test results here prompted, to some degree, the Right-to-Read program, plus a generally increased emphasis upon the teaching of reading in the junior high level.

Changes Under Consideration

--Results came to me and I shared them with the superintendent and teachers. We are currently working on curricular changes; piggyback data will affect decisions.

--Have not made any changes yet but will make some in English.

--We are taking an in-depth look at math curriculum as a result of statewide assessment and are planning complete revamping.

--We haven't actually added any new courses or changed any, but we are in process of having meetings to discuss possible changing of our social studies class. The piggyback data results helped us to become aware of the fact that our 4th graders did not understand the philosophy of democracy.

--For the social studies department of District [ ], I feel our participation has been an invaluable experience. We have an instrument to judge ourselves by. And this is an essential. Our department has made recommendations based on the results and we are in the process of making needed adjustments and changes. More will be done when second testing is done, for it will give us, hopefully, a clearer idea of where we are and where we need to go.

--Our competency-based program has made use of the results in writing competencies and in changing present competencies. The results were reported through the Board of Education and by newsletters sent to the homes and in the local newspaper. We are constantly working on curriculum changes and the project results are helpful in this area.

--I think it will be greater as time goes on. If we use the evaluatory part of it for PER, then we can rotate around this one situation to help us in the whole thing.

--No curriculum changes until results from this year are returned. A two year evaluation can then be made and recommendations for curriculum changes made.

--There have not been any curriculum changes as a result of these assessments because we had just made major changes in both our math and reading before getting the results. However, the assessments seem like a useful tool to use if we change again.

--A new reading program is presently being considered.

--Results are being used to analyze course and unit objectives.

--Review of the assessment by local citizens, the Board of Education, administrators and teachers of the district, information to the general public. This has been accomplished in meetings, review sessions, and the use of local media. Curricular reevaluation will begin in the near future and continue during the following several months.

--Results have been discussed at department curriculum meetings. Department has analyzed strengths/weaknesses of program and made comparisons with state achievements. Departments are revising program to zero in on weak areas.

--The social studies department is in the process of analyzing the results. We will spend this year doing the analysis and planning any curriculum changes.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This evaluation has attempted to provide a relatively comprehensive and multi-dimensional view of the effectiveness of Piggyback Program processes, products, and impacts. Response rates were very good to excellent for studies of this type. Procedures for data collection, follow-up, and analysis were appropriate to required tasks. There were, however, two special problems in reporting the results of this evaluation. First, the magnitude of the data required considerable synthesis. Second, data from each district essentially comprised an individual case study. Grouping data across districts tends to provide the illusion of uniformity. In reality, the process for change was viewed to be quite dynamic, and different district-appropriate methods were employed. Any further data or cross-tabulation of variables may be obtained upon request.

Based upon the present evaluation experience, the following conclusions seem justified:

1. The most general conclusion which can be drawn from this evaluation is that the Piggyback Program is functioning extremely well in terms of both process and product. As a model for local district program evaluation, curriculum analysis and change, the Piggyback Program appears to be exemplary.

2. The Piggyback Program can seriously be viewed as an effective dissemination vehicle for the interrelated statewide portion of Assessment Section activities.

3. There has been a broad geographical distribution of piggyback districts around the state. A total of 186 out of 212 districts which have participated since 1974 are located outside of the seven-county metropolitan area.

4. The majority (72%) of respondents from non-Piggyback districts are generally aware of the Program, but lack of specific program information was given as the most important reason for nonparticipation.

5. There appears to be no major negative predisposition toward the Program among administrators, teachers, and school board members in nonparticipating districts.

6. Although cost was given as a reasonably important factor (26% of respondents) for nonparticipation, this perception was not verified by responses from participating districts. This reaction from non-Piggyback districts can probably, in part, be attributed to lack of specific program information.

7. All current program offerings have considerable appeal in nonparticipating districts. The greatest areas of interest for this group were in reading and mathematics.

8. Interest for future development in both participating and nonparticipating districts was greatest in the areas of Writing, Survival Mathematics, and Basic Life Skills.

9. Current types of reporting generally seem appropriate to the needs of participating districts and the perceived needs of nonparticipating districts.

10. Among participating districts, a high degree of satisfaction was expressed relative to program intent, procedures for committee involvement, the scope and nature of reporting, finances allocated, and staff time requirements. Participating districts also felt that continued staff time and effort in the Program would be worthwhile and that the Program would be worthwhile to extend to other districts.

11. Closed-ended responses from participating districts indicate that the Program has had a major impact upon local district curriculum decision-making at the district, building, and classroom levels.

12. The process involved in Program utilization has involved substantial numbers of educators, school board members, and community people at the local level in all major aspects of the Program.

13. Among participating districts, a high degree of satisfaction was expressed relative to the materials, procedures and services currently provided by the Program.

14. Based upon open-ended responses from participating districts, it is possible to document quite dramatically that the Program has directly resulted in the initiation of new courses, changes in staffing, expanded and refined uses of testing, the purchase or development of new materials, and changes in classroom instruction.

In addition to these overall conclusions, the following recommendations are provided for consideration:

1. A greater effort should be made to systematically distribute specific Program information to more districts. Current piggyback districts might be of some value in this regard.

2. Current cost and payment procedures probably do not need to be modified at this time.

3. Increased emphasis might be placed upon the development of additional basic curricular areas, including testing for knowledge and skills related to real world functioning. The areas of Writing and Basic Life Skills should probably be priority areas.

4. A greater emphasis should probably be placed upon the increased capability for providing individual results as a regular component of reporting in all curricular areas. This need was identified by both participating and nonparticipating districts.

5. Attention should be given to a minor concern with reporting turn-around time.

6. Current program processes at the local district level are very effective and appear to require no major changes at this time.

APPENDIX I

Local Assessment Option

Districts, Years, and Areas of Participation

LOCAL ASSESSMENT OPTION
DISTRICTS, YEARS, AND AREAS OF PARTICIPATION

DISTRICT	1974-5	1975-6	1976-77	1977-8	1978-9
ADA*	------	------	------	------	R4,8/RL
AITKIN	------	------	------	------	R4,8,11/SS4,8,11
ALBANY	------	------	R4,8,11/M4,8,11	Sc11	SS4,8,11/Sc4,8
ALEXANDRIA	------	------	------	R4	R4
ANNANDALE*	------	------	SS4,8,11	RL	------
APPLETON	------	------	------	------	R4,11
ARGYLE	------	------	R4,8,11/M4,8,11	R4,8,11/M4,8,11	R4,8,11/M4,8,11
BABBITT*	------	------	------	------	R4,8,11
BACKUS	------	------	------	------	R4,11/M4,11
BADGER	------	------	R4,8,11/M4,8,11	SS4,8,11	*R4,8/RL/Sc4,8,11
BAGLEY*	------	------	------	------	R8/RL
BALATON	------	------	------	R11	------
BARNESVILLE	------	------	------	------	R4,8,11
BARRETT	------	------	------	------	SS8
BELGRADE	------	------	------	R11	R4,8,11
BEMIDJI*	------	------	------	------	R4,8,11/RL
BENSON	------	------	R4,8,11/M4,8,11 SS4,8,11/C8,11	------	------
BIG LAKE	------	------	------	------	R4,8,11
BIWABIK	------	------	------	------	R4,8,11
BLOOMINGTON	M4,8,11	R4,11	------	R4	SS4,8,11
BORUP	------	------	M4,11	M4,8,11	*R4,8,11
BRAHAM	------	------	------	------	R4,8,11
BRAINERD	------	------	R4,8,11/M4,8,11 SS4,8,11/C8,11	------	------
BRECKENRIDGE	------	------	------	------	M8
BROOKLYN CENTER	------	------	R8,11/RL/M8 SS8,11/C8,11	R8,11/M8,11	------
BROWERVILLE	------	------	------	------	M4,8,11
BUFFALO	------	------	------	R4,8,11	M4,8,11
BUFFALO LAKE	M4,8,11	R4,8,11	SS4,8,11/C8,11	------	------
BURNSVILLE	------	------	------	------	R4,8,11

Key: R=Reading; M=Math; SS=Social Studies; Sc=Science; C=Citizenship; RL=Reading Literacy
4=4th Grade; 8=8th Grade; 11=11th Grade

*Districts that cooperated with neighboring districts to obtain consortium results.

DISTRICT	1974-5	1975-6	1976-7	1977-8	1978-9
CAMBRIDGE	------	------	------	------	M4,8
CANNON FALLS	------	------	M8	R8,11/M4	M8,11/Sc8,11
CARLTON*	------	------	------	------	R8,11
CASS LAKE	------	------	R4,8,11/M4,8,11	R4,11/M4,11	R4,8,11/M4,8,11
CHASKA	------	------	R4,8,11/M4,8,11 SS4,8,11/C8,11	R4,8,11/M4,8,11 SS4,8,11/C8,11	R4,8,11/M4,8,11 SS4,8,11/Sc4,8,11
CHATFIELD	------	------	------	------	R4,8,11/M4,8,11
CHISAGO LAKES	------	------	------	------	R11/SS11
CHISHOLM*	------	------	------	------	R4,11
CLEARBROOK*	------	------	------	------	R4,8/RL
CLIMAX*	------	------	------	------	R4,8/RL
CLINTON	------	------	------	------	R4,8,11
CLOQUET	M4,8,11	------	------	------	------
COLD SPRING	------	------	R4,8,11/M4,8,11	SS4,8,11	------
COLERAINE*	------	------	------	------	R4,11
COLUMBIA HEIGHTS	------	------	------	------	Sc4,8,11
CROMWELL	------	------	------	R11	*R4,8,11/M4,8,11
CROOKSTON*	------	------	------	------	R4,8,11/RL
CROSBY-IRONTON	------	------	------	------	R4,8,11
CYRUS	------	------	------	------	R4,8,11
DEER RIVER	------	------	------	------	R4,8,11
DELANO	------	------	R8,11	------	M8
DETROIT LAKES	------	------	------	R4,8	M11
DOVER-EYOTA	------	------	------	R4,8,11	M4,8/Sc11
DULUTH	------	------	------	------	M8
EAST GRAND FORKS*	------	------	------	------	R4,8,11/RL
ECHO	------	------	------	R4	R4/M4
ECSU #5	------	------	------	------	M4,8,11
EDEN PRAIRIE	------	R4,8,11	M4,8,11/RL	SS4,8,11/C8,11	Sc4,8,11
EDEN VALLEY*	------	------	SS4,8,11	RL	------
EDEN VLY. CONSORTIUM	------	------	SS4,8,11	RL	------
ELK RIVER	------	------	------	------	R4,8,11
ELGIN-MILLVILLE	------	------	------	------	R4,8,11
ERSKINE*	------	------	------	------	R4,8/RL
EVELETH	------	------	------	------	RL

41 Key: R=Reading; M=Math; SS=Social Studies; Sc=Science; C=Citizenship; RL=Reading Literacy
4=4th Grade; 8=8th Grade; 11=11th Grade 42

*Districts that cooperated with neighboring districts to obtain consortium results.

DISTRICT	1974-5	1975-6	1976-7	1977-8	1978-9
FARIBAULT	------	------	------	------	M4,8,11
FARMINGTON	------	------	R4,8,11/M4,8,11	------	SS4,8,11
FERGUS FALLS	------	------	R4,8/M4,8	------	------
FERTILE*	------	------	------	R8/M8/RL/SS8/C8	------
FISHER*	------	------	------	------	R4,8/RL
FOLEY	------	------	------	R11	------
FOSSTON*	------	------	------	R8/M8/SS8/C8/RL	------
FOREST LAKE	------	------	M11/R11	R4,8,11/M4,8,11 SS4,8,11/Sc11 C8,11	R4,8,11/M4,8,11 SS4,8,11/Sc4,8,11 C8,11
GARY*	------	------	------	------	R4,8/RL
GAYLORD	------	------	------	------	SS11
GILBERT	------	------	R4,8,11/M4,8,11 SS4,8,11	------	Sc4,8,11
GLENWOOD	------	------	M8/SS11	------	Sc8
GOLDEN VALLEY	------	------	------	------	R4,8,11/SS4,8,11
GOODHUE	------	------	------	------	R4,11
GRAND RAPIDS	------	------	R4/M4	------	------
GREENBUSH*	------	------	------	------	R4,8/RL/M4
GREY EAGLE	------	------	R8/M8	R11	M4,8,11/Sc4,8
GROVE CITY*	------	------	SS4,8,11	RL	------
GRYGLA*	------	------	------	------	R4,8
HALLOCK*	------	------	------	R8/M8/SS8/C8/RL	------
HALSTAD*	------	------	------	------	R4,8/RL
HARMONY	------	------	R8,11/M8,11	R8,11/M8,11/C8,11	R8,11/M8,11 C8,11/Sc8,11
HAWLEY	------	-------	------	R11/Sc11	M11/SS11
HAYFIELD	------	------	R4,11/M4,11	R4,8,11/M4,8,11 SS11	R4,8,11/M4,8,11 SS11/Sc8
HENDERSON	------	------	------	------	R4,8,11
HENDRUM*	------	------	------	------	R4,8/RL
HENNING	------	------	------	------	R8,11
HILL CITY*	------	------	------	------	R4,8,11

Key: R=Reading; M=Math; SS=Social Studies; Sc=Science; C=Citizenship; RL=Reading Literacy
4=4th Grade; 8=8th Grade; 11=11th Grade

*Districts that cooperated with neighboring districts to obtain consortium results.

DISTRICT	1974-5	1975-6	1976-7	1977-8	1978-9
HINCKLEY	------	------	------	------	R4,8,11
HOFFMAN	------	------	------	------	R4,8,11/M4,8,11
HOLDINGFORD	------	------	------	R4,8/M4,8	R4,8,11/M4,8,11
HOUSTON	------	------	------	R4	------
HOWARD LAKE*	------	------	SS4,8,11	RL	------
HUTCHINSON	------	------	------	------	M4
HUMBOLDT*	------	------	------	------	R4,8
INTERNATIONAL FALLS*	------	------	------	------	R4
INVER GROVE HTS.	------	R4,8,11	M4,8,11/RL	RL	RL
JACKSON	------	------	R4,8,11/M4,8,11	------	------
JORDON	------	------	------	------	SS8,11
KARLSTAD*	------	------	------	R8/M8/SS8/C8/RL	------
KASSON-MANTORVILLE	------	------	R4,8,11/M4,8,11	R11	------
KENNEDY*	------	------	------	------	R4,8/RL
KERKHOVEN-SUNBURG	------	------	------	R8	------
KIMBALL*	------	------	SS4,8,11	R4/RL	------
LAKE CITY	------	------	------	R4,8,11/M4,8/SS11	M11/SS4,8 Sc4,8,11
LAKE OF THE WOODS	------	------	------	------	R8/RL
LAKEVILLE	------	------	R4,8,11/M4,8,11	R8/M8/SS4,8,11	------
LANCASTER*	------	------	------	R8/M8/SS8/C8/RL	------
LaPORTE	------	------	------	R4	R4,8,11
LeCENTER	------	------	RL	RL	------
LeROY-OSTRANDER	------	------	------	------	R4,8,11
LeSUEUR	------	------	------	SS11	SS8
LEWISTON	------	------	------	R8	------
LITCHFIELD	------	------	R4,8,11/M4,8 SS4,8,11/RL	RL*	------
LUVERNE	------	------	------	R4,8/RL	RL

Key: R=Reading; M=Math; SS=Social Studies; Sc=Science; C=Citizenship; RL=Reading Literacy
4=4th Grade; 8=8th Grade; 11=11th Grade

*Districts that cooperated with neighboring districts to obtain consortium results.

DISTRICT	1974-5	1975-6	1976-7	1977-8	1978-9
McINTOSH*	------	------	------	------	R4,8
MAHNOMEN*	------	------	------	------	R4,8/RL
MAHTOMEDI	------	------	R4,8,11	------	------
MAPLE LAKE	------	------	------	------	R8/M8
MARSHALL	------	------	------	------	R4,8,11
MELROSE	------	------	------	Sc11	R4,8,11
MENAHGA	------	------	------	------	R4,8,11/M11
MENTOR*	------	------	------	------	R8
MIDDLE RIVER*	------	------	------	------	R4,8
MILACA	------	------	------	------	R4,8,11
MILAN	------	------	------	R4	R4,8,11
MINNEAPOLIS	------	------	SS8,11	------	------
MONTEVIDEO	------	------	RL	RL	------
MONTICELLO	------	------	------	R4,8,11	R8/M4,8,11
MONTGOMERY	------	------	R4	------	------
MOOSE LAKE	------	------	R4,8/M4,8/C11	SS8/R11	Sc4,8,11
MORA	------	------	R4,8,11/M4,8,11 SS4,8,11/C8,11	------	------
MORRIS	------	------	R8/M8	SS8	------
MORRISTOWN	------	------	------	R4	------
MOUNTAIN IRON	------	------	------	------	R4,11
NASHWAUK-KEEWATIN	------	------	R4,8,11	SS4/RL	------
NETT LAKE*	------	------	------	------	R4
NEWFOLDEN*	------	------	------	R8/M8/SS8/C8/RL	------
NEW PRAGUE	------	------	------	------	R4,8,11
NEW YORK MILLS	------	------	------	------	R4
NICOLLET	------	------	------	R4	------
NORTH BRANCH	------	------	------	R4,8,11	R4,8,11/M4,8,11
NWECSU	------	------	------	------	R4,8,11
NORTHFIELD	------	------	M4,11	R4,8,11/M8	SS4,8,11
NORTH ST. PAUL	------	R11	R4,8,11 M4,8,11/RL	RL	------
NWECSU	------	------	------	R8/M8/SS8/C8/RL	R4,8,11/M4,8 Sc8,11/RL

Key: R=Reading; M=Math; SS=Social Studies; Sc=Science; C=Citizenship; RL=Reading Literacy
4=4th Grade; 8=8th Grade; 11=11th Grade

*Districts that cooperated with neighboring districts to obtain consortium results.

DISTRICT	1974-5	1975-6	1976-7	1977-8	1978-9
OGILVIE	------	------	------	------	R8,11/M8,11
OKLEE*	------	------	------	R8/M8/SS8/C8/RL	------
ORONO	------	------	------	------	RL/M11
ORTONVILLE	------	------	------	R4	------
OSSEO	------	------	------	SS11	------
OWATONNA	------	------	------	M8	R4,8,11/M8
PARK RAPIDS*	------	------	------	------	R4,8/RL/M4,8
PARKERS PRAIRIE	------	------	------	------	M4,8,11/Sc8
PELICAN RAPIDS	------	------	------	R4,11	M4,8,11
PEQUOT LAKES	------	------	------	R4/SS4	R8/M4,8/Sc4
PERHAM	------	------	------	------	R4,8,11/M4,8,11 Sc4,8,11
PIERZ	------	------	------	------	R4,8
PILLAGER	------	------	------	R4/SS4	R4/M4/SS4
PINE POINT SCHOOL	M4,8	------	------	------	------
PINE RIVER	------	------	------	R11/M11	R11/M11
PIPESTONE	------	------	------	RL	------
PLAINVIEW	------	------	------	------	R8,11/M8/Sc8,11 SS8,11
PLUMMER*	------	------	------	------	RL
PROCTOR*	------	------	------	------	R4,8,11
RED LAKE FALLS*	------	------	------	R8/M8/SS8/C8/RL	------
RED WING	M4,8,11	R4,8,11	SS4,8,11/C8,11	------	M4,11
REDWOOD FALLS	------	------	------	------	M8
RICHFIELD	M4,8,11	RL	SS4,8,11	------	------
ROCKFORD	------	------	R4,8,11	M4/SS11	------
ROSEAU	------	------	M4,11/RL	SS8,11	*Sc4,8,11/RL
ROSEMOUNT	RL	------	------	RL	------
ROSEVILLE	------	R4,11/M4,11	R8/M8	SS4,8,11	Sc4,8,11/M11
RUSH CITY	------	------	------	------	M4
RUSHFORD	------	------	R4,8,11/M8	R4,8,11/M8/SS11	R4,8,11

Key: R=Reading; M=Math; SS=Social Studies; Sc=Science; C=Citizenship; RL=Reading Literacy
4=4th Grade; 8=8th Grade; 11=11th Grade

*Districts that cooperated with neighboring districts to obtain consortium results.

DISTRICT	1974-5	1975-6	1976-7	1977-8	1978-9
ST. ANTHONY SCHOOL*	------	------	SS4,8,11	RL	------
ST. CHARLES	------	------	R11/M8	R8/SS11	Sc11
ST. CLOUD	M4,8,11	------	------	------	------
ST. FRANCIS	------	------	R4,8/M4,8,11 SS8/RL	SS11/C11/RL	SS4/M8/RL
ST. LOUIS COUNTY*	------	------	------	------	R4
ST. PETER	------	------	------	R8/RL	------
ST. PETER SCHOOL (FOREST LAKE)	------	------	------	R4	------
SANDSTONE	------	------	------	------	R4/M4,8,11 Sc4,8,11
SARTELL	------	------	------	M4,8/RL	M8/RL
SAUK CENTRE	------	------	------	------	R4,8,11
SAUK RAPIDS	------	------	------	R4,8,11/M4,8,11	------
SEBEKA	------	------	------	------	R4,8,11
SHAKOPEE	------	------	------	M4,8,11/SS4,8,11	M4,8,11/SS4,8,11
SILVER LAKE	------	------	------	------	R4,8,11
SO. WASHINGTON CTY.	M4,8,11	R4,8,11	SS4,8,11/RL	------	R4,8,11/SS4,8,11
SPRING VALLEY	------	------	------	SS11	M8/Sc8
STAPLES	M4,8,11	R4,11	R8/C11	------	M4,11
STARBUCK	------	------	------	------	R4,8/SS4,11/M4,8,11
STEWARTVILLE	------	------	R4,8,11/M4,8,11 SS4,8,11	R4,8,11/M4,8,11 SS4,8,11	Sc4,8,11
THIEF RIVER FALLS*	------	------	------	------	R4,8,11/RL
TOWER-SOUDAN*	------	------	------	------	R4,11
TRACY	------	------	------	R8	R8
TRIMONT	------	------	R4/M4,11/SS11	------	------
TRUMAN	------	------	------	R4,11/M4,11	------
TWIN VALLEY*	------	------	------	------	R4,8/RL

Key: R=Reading; M=Math; SS=Social Studies; Sc=Science; C=Citizenship; RL=Reading Literacy
4=4th Grade; 8=8th Grade; 11=11th Grade

*Districts that cooperated with neighboring districts to obtain consortium results..

DISTRICT	1974-5	1975-6	1976-7	1977-8	1978-9
WABASHA-KELLOGG	------	------	------	------	R4,8,11/M4,8,11 SS4,8,11/Sc4,8,11
WADENA	------	------	------	------	R4,8,11
WALKER	------	------	R4/M4/RL	------	------
WARREN*	------	------	------	R8/M8/SS8/C8	------
WARROAD*	------	------	------	R8/M8/SS8/C8	------
WASECA	------	------	R4,8,11	M4,8,11	------
WATERTOWN	------	------	------	------	R4,8,11
WAUBUN*	------	------	------	------	R4,8/RL
WELCOME	M4,8,11	R4,8,11	SS4,8,11/RL	------	Sc4,8,11
WELLS-EASTON	------	------	------	------	R4/RL
WHITE BEAR LAKE	RL	R4,8,11/M4,8,11	R4,8,11/M4,8,11	------	------
WRENSHALL	------	------	------	R4	*R8,11
ZUMBROTA	------	------	------	------	R4,8,11/M4,8,11

Key: R=Reading; M=Math; SS=Social Studies; Sc=Science; C=Citizenship; RL=Reading Literacy
4=4th Grade; 8=8th Grade; 11=11th Grade

*Districts that cooperated with neighboring districts to obtain consortium results.

APPENDIX II

Survey Instruments

1. Survey of Principals in Non-Piggyback Districts
2. Survey of Involved Personnel in Piggyback Districts
3. Survey of Piggyback Contact Persons

Minnesota State Department of Education
Assessment Section
734 Capitol Square - 550 Cedar
St. Paul, Mn. 55101

For State Use Only

Please return the completed questionnaire to the above address in the envelope provided by Sept. 1, 1978.

SURVEY OF SELECTED NON-PIGGYBACK PRINCIPALS

The following questions will help us discover how well information about our assessment program reaches you:

Prior to this communication, were you aware of the piggyback assessment option?

_____ Yes _____ No

If yes, how did you hear about the program? (Check as many as apply.)

_____ Professional Organizations
_____ Teachers or administrators in my district
_____ From a district that piggybacked
_____ ECSU (Educational Cooperative Service Unit)
_____ Department of Education
_____ Other (please specify)

What are some of the reasons that your school has not been involved with the piggyback option? (Check as many as apply.)

_____ Lack of information about the program
_____ Cost of materials and services are prohibitive for this district
_____ No additional testing is needed in this district
_____ Negative feedback from other districts involved
_____ The district has considered piggybacking, but there is lack of administrative support
_____ The district has considered piggybacking, but there is lack of board support
_____ The district has considered piggybacking, but there is lack of teacher support
_____ Other (please specify)

The following questions will guide us in our plans to expand our offerings through the piggyback option:

Which of the current subject offerings listed below would be of possible future use in your school? (Check as many as apply.)

_____ Reading _____ Science
_____ Mathematics _____ Reading Literacy
_____ Social Studies

(Please complete reverse side)

Which of the general areas listed below would be of possible future interest in your school? (Check as many as apply.)

_____ Citizenship (knowledge of government)

_____ Survival Mathematics (the mathematics skills needed for everyday adult life)

_____ Basic Life Skills (personal finance, health maintenance, career development)

_____ School Climate Survey (affective measures)

_____ Writing (a scored writing sample)

_____ Humanities (art, music, literature)

_____ Other (please specify)

How useful would each of the following types of data be for you to obtain from a testing program?

	Very Useful 1	Somewhat Useful 2	Not Useful 3	I Don't Know 4
A group of students in your school compared to a national sample.	1	2	3	4
A group of students in your school compared to a Minnesota sample.	1	2	3	4
A group of students in your school compared to a sample from similar-sized Minnesota districts.	1	2	3	4
Individual student results - each individual compared to a national norm.	1	2	3	4
Individual student results - each individual compared to a Minnesota norm.	1	2	3	4
Individual student results - each individual's performance measured against a mastery level.	1	2	3	4
Other (please specify)	1	2	3	4

Thank you for your assistance with this survey.

Minnesota State Department of Education	Assessment Section 734 Capitol Square - 550 Cedar St. Paul, Mn. 55101	SURVEY OF PIGGYBACK DISTRICTS	ED-01447-01

Please return the completed questionnaire to the above address in the envelope provided by November 17, 1978.

For State Use Only

The following four questions will help us know who you are and what your involvement with your local piggyback program has been.

1. Check the category that best describes your position in the district.

_____ Professional Staff (give title)
_____ School Board
_____ Superintendent
_____ Community Member
_____ Piggyback Contact Person

2. Check the categories that best describe your involvement in the project.

_____ I coordinated the local project (or a part of it)
_____ I was a committee member to set local standards of performance
_____ I was a committee member to analyze results
_____ I prepared reports on the results
_____ I received a report on the results

3. Indicate which subjects your piggyback project(s) evaluated.

_____ Reading
_____ Mathematics
_____ Social Studies
_____ Science
_____ Reading Literacy
_____ Citizenship

4. Indicate which school year(s) you were involved in a piggyback project.

_____ 1973-4
_____ 1974-5
_____ 1975-6
_____ 1976-7
_____ 1977-8

The following questions will help us determine what measurement needs exist in your district.

Indicate with an X, which three areas you recommend for immediate expansion of the piggyback program.

_____ A. Instruments to measure student performance in more subject areas:

_____ Music
_____ Writing
_____ Art
_____ Basic Life Skills
_____ Literature
_____ Survival Mathematics
_____ Physical Education
_____ Computer Literacy
_____ Others (please list)
_____
_____
_____

_____ B. Instruments in more grade levels. Which ones? _____

_____ C. More emphasis on individual student results.

_____ D. Other types of information:

_____ School climate
_____ Community needs
_____ Other

_____ E. Other (please specify)

The following questions will help us evaluate the usefulness of the piggyback process.

Please read each statement and circle the number on the scale that best represents your opinion.

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1. The basic idea of the "piggyback" option is educationally sound.	1	2	3	4	5
2. The process of committee involvement was a valuable educational experience.	1	2	3	4	5
3. The scope and nature of reporting meets the needs of local district personnel.	1	2	3	4	5
4. The piggyback project was worth the finances allocated to it.	1	2	3	4	5
5. This project was worth the staff time and effort put into it.	1	2	3	4	5
6. Continued staff time and effort into this project would be worthwhile.	1	2	3	4	5
7. The "piggyback" option would be worthwhile to extend to other districts.	1	2	3	4	5
8. The project should have (or has had) a positive impact on decision-making related to curriculum planning at the district level.	1	2	3	4	5
9. The project should have (or has had) a positive impact on decision-making related to curriculum planning at the building level.	1	2	3	4	5
10. The information provided will allow teachers a better frame of reference for improving learning in the classroom.	1	2	3	4	5
11. The project has improved upon information previously available for systematic decision-making within the district.	1	2	3	4	5

The following question is perhaps the most important one in this survey. Your answers here will be included in the final summary of results. It is not an add-on question!

Describe the impact of the piggyback project on your school district. (What use has been made of the results? How were the results reported and to whom? Have there been curricular changes in your district based on assessment data?)

Thank you for your assistance. A postage-paid envelope has been provided for the return of this survey.

Please return this with the blue survey form by November 17, 1978.

OFFICE USE ONLY

The following questions should be answered by the piggyback contact person only. These questions will assist us to evaluate the effectiveness of our service.

PIGGYBACK CONTACT PERSON

1. Please indicate your evaluation of the following materials and services provided through the program.

	EXCELLENT	GOOD	UNDECIDED	ADEQUATE	POOR
a. The instruments themselves: objectives, items, booklets.	1	2	3	4	5
b. The paced-tape recordings.	1	2	3	4	5
c. The regional workshops.	1	2	3	4	5
d. The materials to explain the standards setting process.	1	2	3	4	5
e. The reporting of results.	1	2	3	4	5
f. The availability of assistance when needed.	1	2	3	4	5
g. The cost of the program.	1	2	3	4	5

2. Estimate the number of individuals of each category who were involved in the piggyback program in your district.

_____ Professional Staff
_____ Students
_____ School Board
_____ Community

3. Were local criteria established to evaluate performance? _____ Yes _____ No

4. Choose the category below which describes the status of your most recent piggyback project, excluding 1978-79.

_____ Data Analysis Phase
_____ Reporting Phase
_____ Project is Completed
_____ Other (please explain)

5. Room is provided on the reverse side of this page for your additional comments.